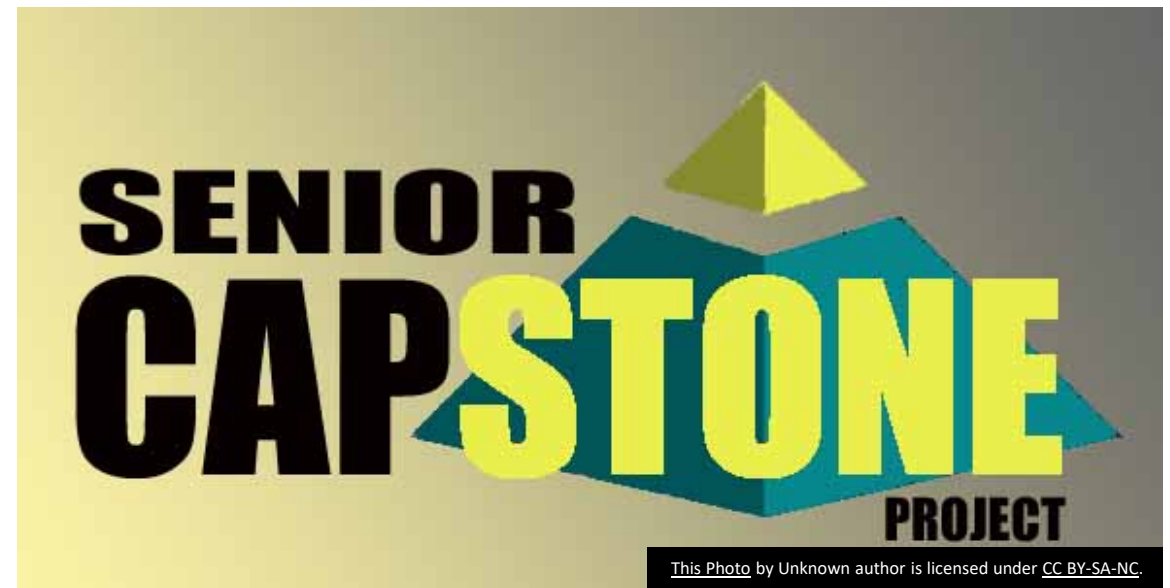# edTPA

Angela Shelton, edTPA Coordinator

East Tennessee State University

What is it? How can mentors help?

What were YOUR final requirements prior to graduation?
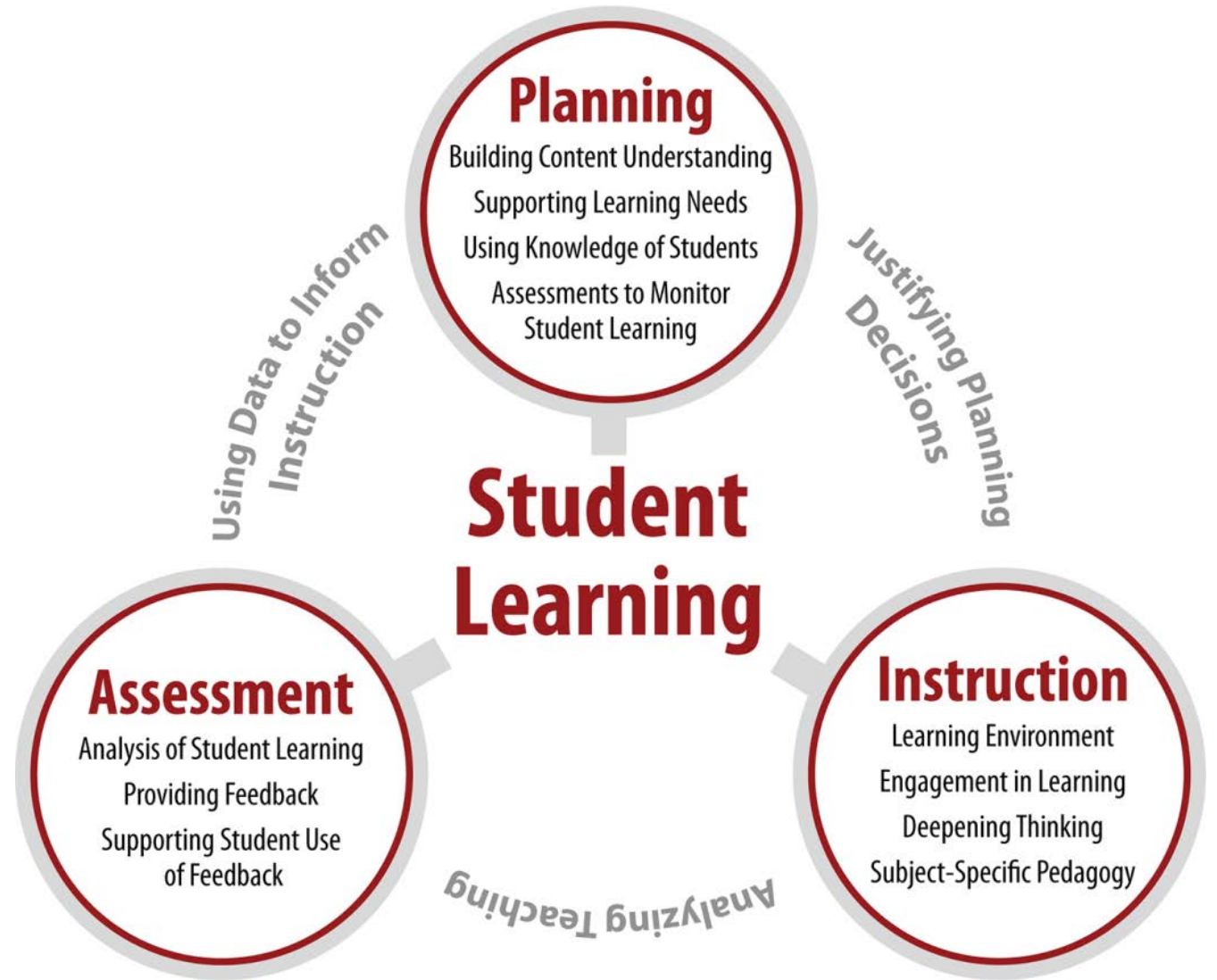
What do they have in common?

Planning

Building Content Understanding

Supporting Learning Needs

Using Knowledge of Students

Assessments to Monitor Student Learning

Using Data to Inform Instruction

Justifying Planning Decisions

Student Learning

Assessment

Analysis of Student Learning

Providing Feedback

Supporting Student Use of Feedback

Analyzing Teaching

Instruction

Learning Environment

Engagement in Learning

Deepening Thinking

Subject-Specific Pedagogy

What is edTPA?

**performance-based, subject-specific assessment**

- national assessment, developed by educators for educators
- measures and supports the skills and knowledge that all teachers need from Day 1 in the classroom
- used by more than 600 teacher preparation programs in some 40 states
- It requires teacher candidates to demonstrate that they have the classroom skills necessary to ensure students are learning.

edTPA in Tennessee
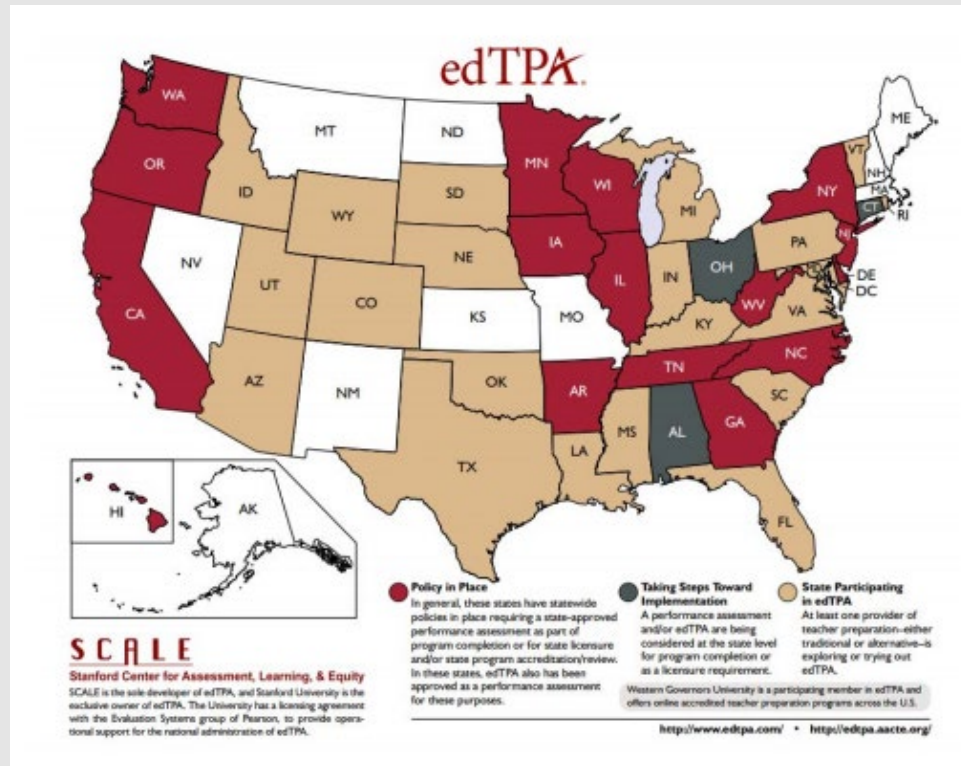
- **edTPA has replaced the Praxis PLT as a licensure requirement.**

- Passing edTPA with a score of 42 is **required of all initial licensure applicants in Tennessee.**

- **The edTPA correlates well with TEAM *and* The National Board for Professional Teaching Standards**.
  - Enables new teachers to excel on TEAM.
  - Empowers teachers to pursue National Board certification.
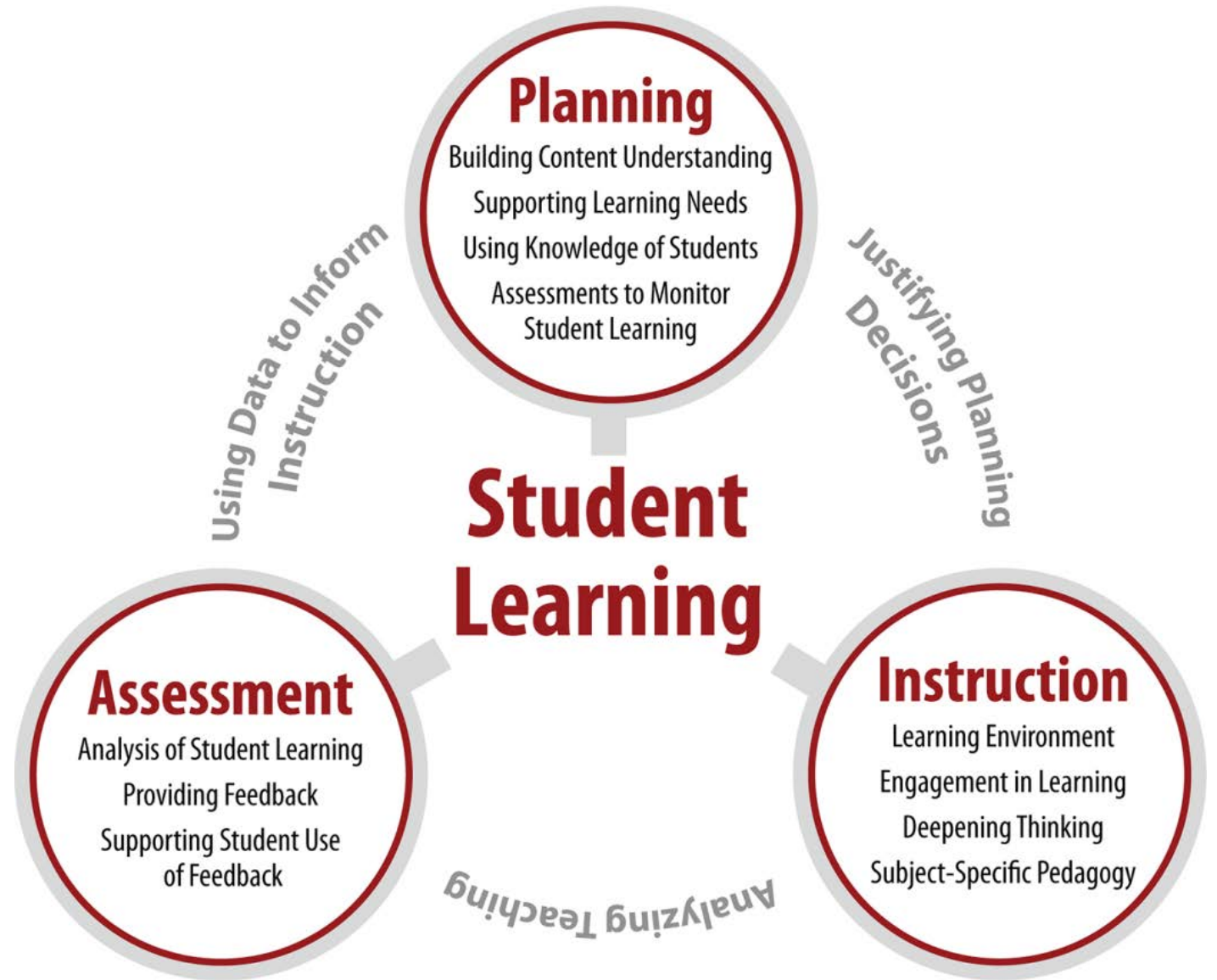
How can mentors help?
Be supportive and positive!
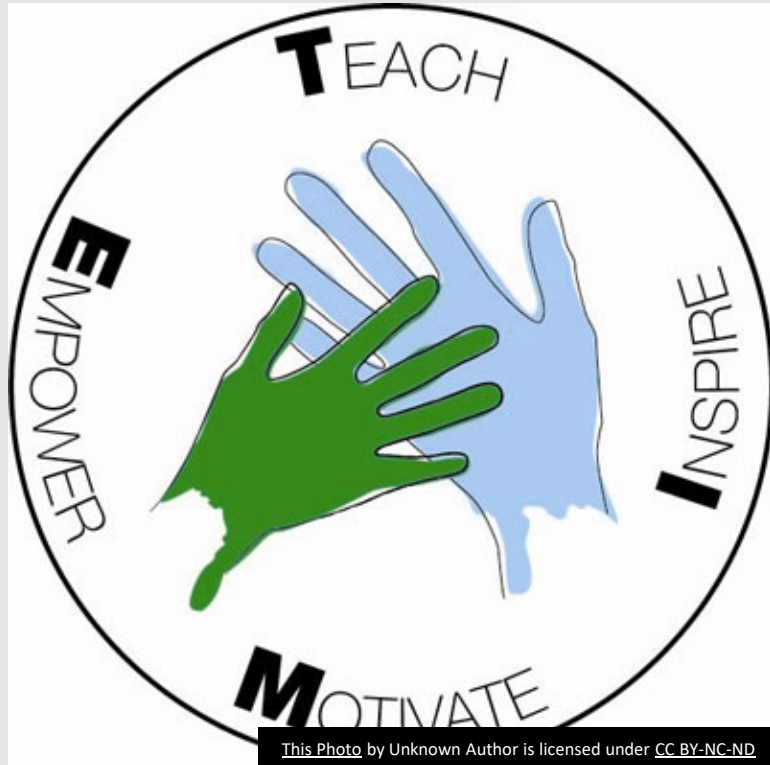
This Photo by Unknown Author is licensed under CC BY-NC-ND
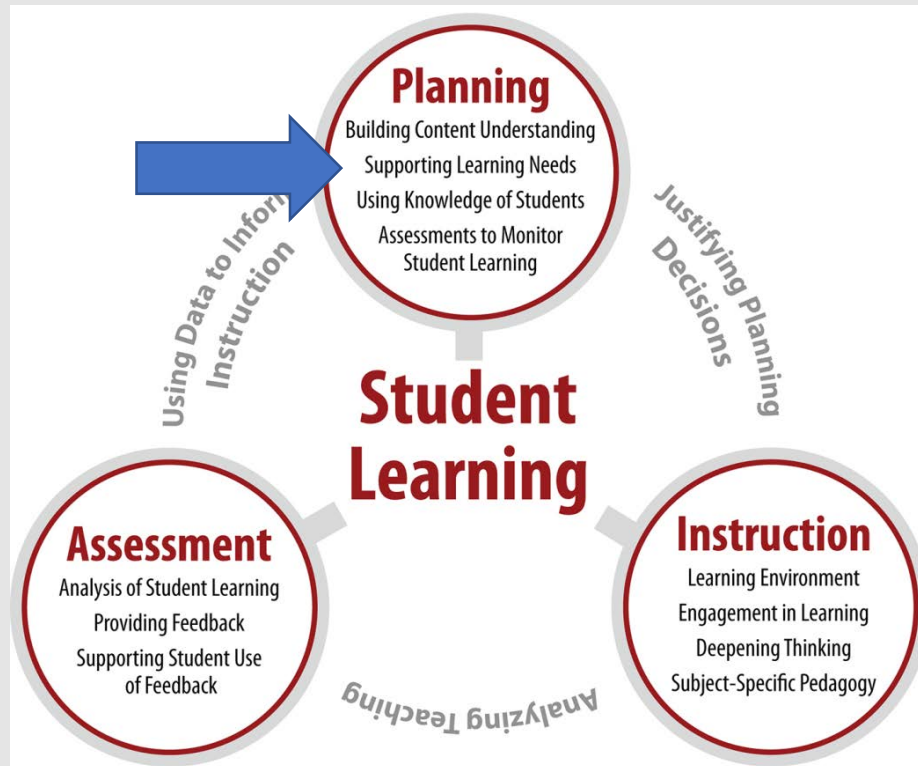
"This looks hard. You can do it and I will help."

"The university wants you to be successful. Have you asked your professors for help?"

"This is very rigorous and I believe we are both going to learn from the experience!"

The assessment features a common architecture focused on three tasks: Planning, Instruction, and Assessment.

Planning
Building Content Understanding
Supporting Learning Needs
Using Knowledge of Students
Assessments to Monitor Student Learning

Student Learning

Assessment
Analysis of Student Learning
Providing Feedback
Supporting Student Use of Feedback

Instruction
Learning Environment
Engagement in Learning
Deepening Thinking
Subject-Specific Pedagogy

Using Data to Inform Instruction

Justifying Planning Decisions

Analyzing Teaching

Task One: Planning is completed in FALL semester during Residency I (Oct.-Dec.)

Teacher Candidates (TCs) will...

- Get to know their school, classroom, students, and communities

- Select a central focus to teach in late Jan/early Feb

- Plan a learning segment (short unit, 3-5 lessons) with appropriate instructional materials and assessments.

- Write a commentary to describe the thinking behind the planning.

- choose a class/focus student(s) to be the focus on their edTPA. Don't choose the quiet class/student(s)!

Helping with Task One

- **Help TCs locate, understand, and apply information about their students, including IEP and 504 info.**

- **Help TCs plan ahead, finding a topic that will fit in the timeline (late Jan/early Feb) and also be suitable for Task 2.**

Have discussions about:
- **Creating appropriate assessments**
- **Planning to support individual needs**
- **Using assessment to inform instruction**

Let's Talk About Task Two: Completed in SPRING during Residency II (Jan./Feb.)
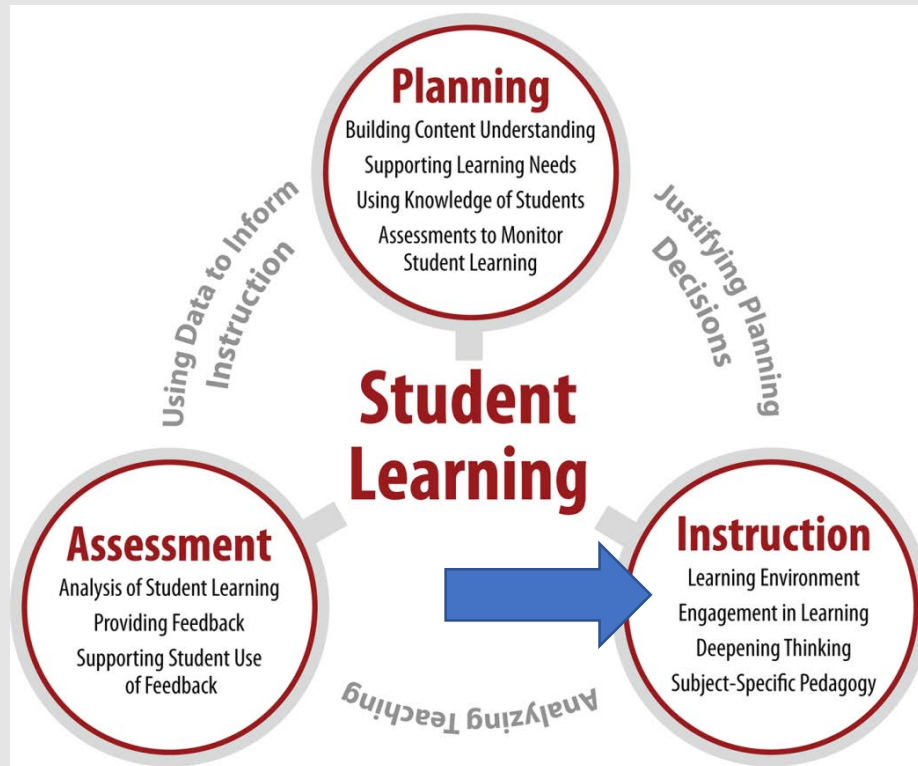
TC's will teach and video their learning segment.

Video clips must show evidence of:

- respect and rapport between students and teacher
- a positive, low-risk, challenging learning environment
- meeting needs of varied learners
- student engagement
- Relevant instruction
- Higher ordered thinking
- Use of subject specific pedagogy

TC's write an analysis of teaching and learning

Helping with Task Two

- **Help your TC collect permission from students.**

- **Help your TC develop lessons that increase student engagement and reduce teacher-centered instruction.**

- **Discuss with your TC strategies to:**
  - **for employing higher ordered thinking,**
  - **to promote a low-risk environment,**
  - **to promote respect and rapport between teachers and students,**
  - **use subject-specific best practices.**

- **You should remain in the room during recording and help with discipline and assist in filming.**

- **Help teacher candidates reflect on what went well and what needs improvement in future lessons.**

Task Three: Assessment is completed in SPRING during Residency II (Jan.-March)
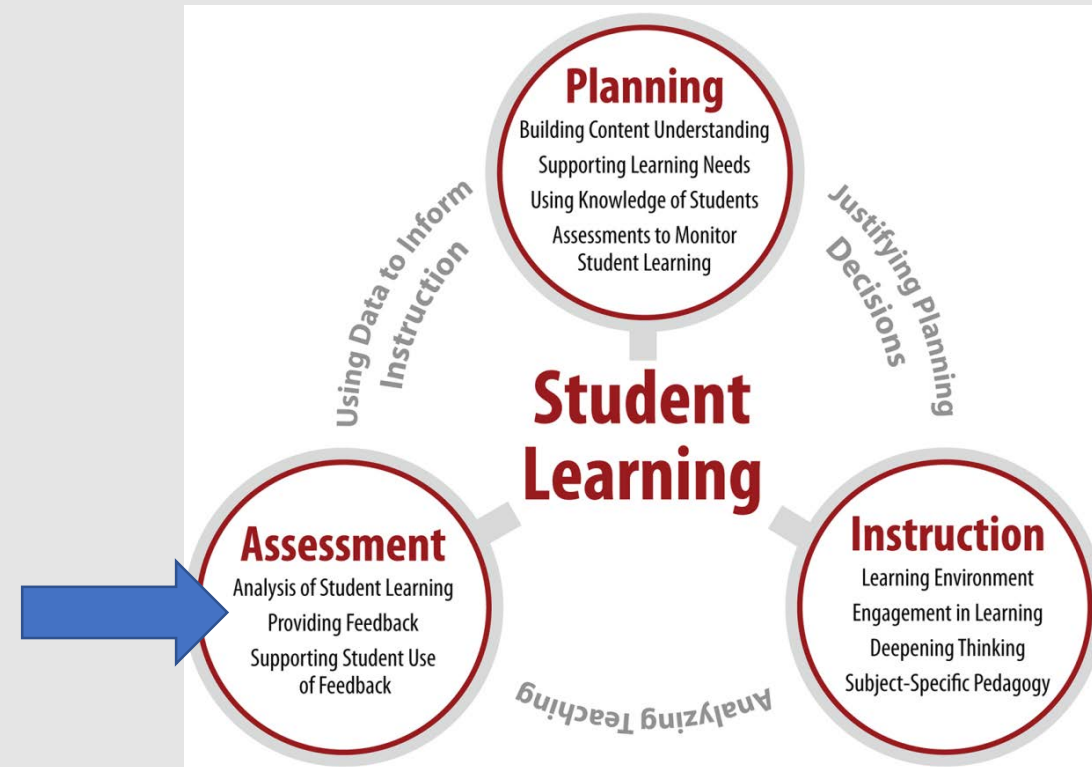
TCs must…

- **Design or find an assessment with clear alignment to objectives.**

- **Describe Evaluation Criteria based on objectives**

- **Collect and Analyze Assessment Data based on objectives**

- **Collect Work Samples**

- **Provide Evidence of Quality Feedback**

- **Write a Commentary that describes or analyzes the assessment and feedback process**

Helping with Task Three

- **Involve your TC in the Assessment Process.**
  - **Allow them to observe you choosing assessments.**
  - **Discuss alignment.**
  - **Discuss your rationale for choosing assessments.**
  - **Discuss evaluative criteria.**
  - **Have TC create an assessment.**
- **Allow your TC to look through student work and …**
  - **Ask them to analyze learning.**
  - **Ask them to look for LEARNING PATTERNS.**
  - **Let them practice giving feedback on student work.**
- **Discuss Next Steps and your rationale.**

What we CAN do...

Acceptable Supports

Cooperating teachers working with candidates going through edTPA® are encouraged to support candidates as they always would, though edTPA® offers unique opportunities for support:

Discuss edTPA® tasks and scoring rubrics

Discuss samples of previously completed edTPA® portfolio materials (with permissions granted)

Discuss support documents (such as Making Good Choices) about lessons or examples to use within the assessment

Use rubric constructs or rubric language to evaluate and debrief observations made by cooperating teachers as part of the clinical supervision process

Ask probing questions about candidates' draft edTPA® responses or video recordings, without directly editing the writing or providing specific answers to edTPA® prompts

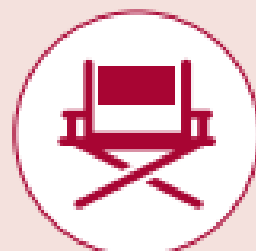Arrange technical assistance for the video portion of the assessment

What we CAN'T do...

Unacceptable Supports

Because edTPA® is a summative assessment typically tied to licensure or program completion, certain forms of support are not allowed, such as:

Don't edit a candidate's official materials prior to submission

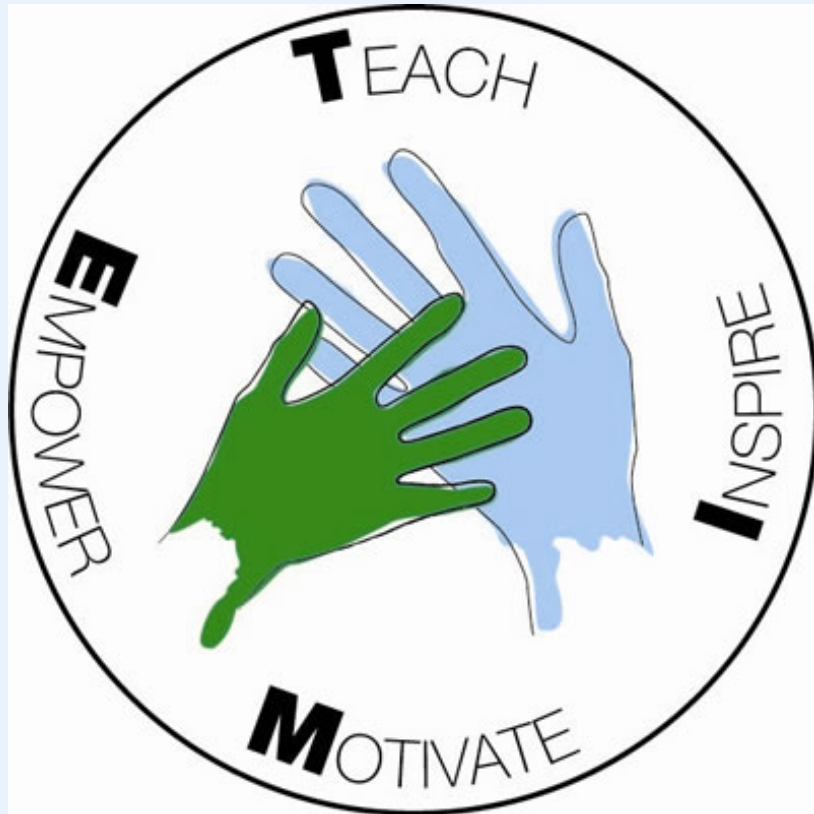Don't instruct candidates on which video clips to select for submission

Don't offer critiques of candidate responses that provide specific, alternative responses, prior to submission for official scoring

Don't upload candidate edTPA® responses (written responses or videotape entries) on public access social media websites

Clemmer Supports…

- **Weekly Seminars to help TCs break tasks into smaller steps with scaffolds and support from clinical instructors/field supervisors**
- **edTPA Writing Camps**
- **edTPA Bootcamp**
- **edTPA UPLOAD day**

How has the edTPA helped ETSU teachers?

- TCs learn to **plan intentionally,** using their **knowledge of students**, their subject-specific **pedagogy** and **methodology**, and sound educational research.

- TCs develop reflective thinking practices.

- TCs are ready to teach when they enter their own classrooms!

Feel Free to Contact Me...

Angela Shelton

edTPA Coordinator

Clinical Instructor, Field Supervisor

Early Childhood Education Department

Clemmer College

East Tennessee State University

sheltonam1@etsu.edu

423-794-7977